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ABSTRACT

This study sought to determine the interests of adult students at the University of Wisconsin in using various types of career-related information and services, to assess the extent to which adult students use campus resources that provide career-related information and services and find them helpful, and to examine the process of selecting a major field of study. A mailed questionnaire was completed by 442 adult (25 years and older) and 459 younger students enrolled at three University of Wisconsin campuses. The survey found that a majority of adults are working toward a college degree primarily for career-related reasons--to develop a new career or to advance in a current job. Business, education, social work, nursing, and accounting are the most popular majors, but 78 other majors are being pursued. A majority of adults reported that personal characteristics such as interests, occupational plans, self-development goals, and abilities and skills have a major influence on choice of field of study. Previous work experience is a major influence on choice of field among adults, but not younger students. Adults also indicated that age is a factor in their choice of a field of study. Half of the adult juniors and seniors had changed their majors at least once, and two-thirds selected their major after enrolling in college. Finally, many adults have great interest in services related to occupations and career options, but few used the career service office; many adult students were unaware of career-related services available to them. The results of the survey are to be used to make career advising information more accessible to adult students. (KC)

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ADULT STUDENTS AND CAREER PLANNING

by

James W. Augustin

Wisconsin Assessment Center
University of Wisconsin-Green Bay

September 1985

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About the Wisconsin Assessment Center

The Wisconsin Assessment Center, located at the University of Wisconsin-Green Bay, conducts studies of adult students at University of Wisconsin campuses. Since 1980, when UW System administrators asked the Wisconsin Assessment Center to investigate issues related to adult students, the Center has launched a variety of studies to enhance understanding of this increasingly important—and new—college clientele.

The Wisconsin Assessment Center is housed within the Office of Educational Research and Development at UW-Green Bay. Created in 1976 as a Systemwide resource center for the assessment, measurement, and testing associated with nontraditional learning, the Center conducted statewide conferences and consulted throughout the late 1970s with UW campus personnel on the assessment of students' prior learning. This work paved the way for the expansion of the Wisconsin Assessment Center's mission to include study of the adult student.

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ADULT STUDENTS AND CAREER PLANNING

Obtaining an education relevant to a career is very important to many of today's college students. Recent research has confirmed that the principle reason a majority of adult students, like their traditional-aged counterparts, enroll in college is to develop a new career or advance in their present career (Sewall, 1982, 1984).

The Chronicle of Higher Education provides further evidence of the strong career orientation of current college students. A recent Chronicle survey (Evangelauf, 1984) of 162 public and 177 private colleges found that more students were interested in careers and in using counseling and placement services than the year before. And while nearly half the institutions reported an improvement in the quality of career counseling and placement services, availability of career counseling and placement resources has not kept pace with the demand for them.

This study was undertaken as one of a continuing series of investigations by the Wisconsin Assessment Center of the characteristics and needs of adult students enrolled at constituent institutions of the University of Wisconsin. Its general goal was to provide data which university faculty, staff, and administrators can use in planning and delivering information and services which are more responsive to the career exploration, planning, and placement needs of adult as well as traditional-aged students. The specific purposes were to:

1) assess adult students' interests in using various types of career-related information and services,

2) determine the extent to which adult students use campus resources that provide career-related information and services and find them helpful, and

3) examine the process of selecting a major field of study, including the factors adult students perceive as being most influential in making this selection.

Method

Participants

University of Wisconsin campuses at Green Bay, La Crosse, and Whitewater participated in this study. A staff member at each campus was asked to select two random samples of students from its Spring, 1985 enrollment. One sample of approximately 200 adult students at each campus was selected from the population of students who were 25 or more years of age as of January 1, 1985. A comparison group of approximately 200 traditional-aged students at each campus was selected from the population under 25 years of age. Regardless of age, all students selected were U.S. citizens and matriculated undergraduates. Graduate and special students were not included.

Campuses provided the Wisconsin Assessment Center (WAC) with rosters for the student samples and sets of address labels for the mail survey. Totals of 612 adult students and 663 traditional-aged students were surveyed.

Instrument

The Career Development Questionnaire (CDQ; Appendix A), a four-page survey comprised of both closed and open-ended items, was developed by WAC staff for the project. The CDQ items elicit information on:

a) the process of selecting a major field of study (e.g., time of the decision, and factors influencing the choice)

b) interest in career-related information and services (e.g., information on occupations related to one's major, and helping improving one's resume writing and interview skills)

c) use and helpfulness of campus resources for career development (e.g., career services office, counseling center, and academic advising office)

d) personal background (e.g., sex, class standing, credit load, and employment status)

A pilot version of the CDQ was completed by 110 traditional-aged and adult students enrolled in four interim session classes at UW-Green Bay. During the pilot administration, students were asked to note and comment on any questions

which they found ambiguous, confusing, or difficult to answer. Results of the pilot administration were used to make modifications in the items.

The revised CDQ was sent to selected staff members in outreach/extended education and the career services offices at each campus for their review prior to use in this study. Item 9, dealing with the use and helpfulness of university resources, was modified slightly for each of the three campuses by using the variant names of the resources that are found on each campus.

Procedure

A copy of the CDQ, together with a cover letter and postpaid return envelope, was mailed from the Wisconsin Assessment Center in mid-March, 1985 to each student. The initial cover letter was printed on UW-Green Bay, La Crosse, and Whitewater letterheads and co-signed by directors of campus offices that provide career development services. Students returned completed questionnaires directly to the Wisconsin Assessment Center.

Individuals who did not respond within four weeks were sent a follow-up letter and second copy of the questionnaire. A third letter and CDQ were sent to all students who did not respond to either the first or second mailing. Both follow-up letters appeared on Wisconsin Assessment Center letterhead and were signed by the project director.

Response Rate

Of the 1275 students surveyed, 901 (71%) returned completed questionnaires which could be used in data analyses. Response rates for the three campuses ranged from 65% to 74%. The respondents included 442 (72%) of the adult students and 459 (69%) of the traditional-aged students. Several additional questionnaires were received too late to be included in the data analyses. Two individuals declined to participate by returning blank questionnaires.

Analyses

SPSS (Statistical Package for the Social Sciences) was used to analyze the survey results. The data were aggregated across the three campuses for each of the two age groups: 1) adult students (25 years and older) and 2) traditional-aged or "younger" students (under 25 years of age).

Results

Characteristics of the Respondents

Several items of the CDQ asked respondents for general descriptive and background information. Table 1 reports the results by age group for these items. Women comprise the majority of respondents for both the adult and younger student groups. While a slight majority of the adults are married (53%), virtually all of the younger students (96%) are single. The adult student group contains a larger proportion of seniors than the younger students. The younger group has a greater representation of freshmen than does the adult group.

Approximately half (52%) of the adults were full-time (12 or more credits) students at the time they completed the CDQ. Most (90%) younger students were enrolled full time.

There are some notable differences in the employment status of the two groups. While 27% of the adults were employed full time, very few (5%) younger students work full time. The younger students were more likely than the adults to be employed part time, but for fewer hours each week. Fifteen percent of the adults were full-time homemakers, while very few (1%) younger students indicated this status. Younger students were more likely to not be working, with 39% checking this response option; among adults 22% were not employed.

All respondents were asked to indicate the number of years of full- and part-time paid work experience and volunteer work experience they possessed. Most adults (90%) reported some full-time work experience, and the mean number of years of experience for these individuals is 8.3. In contrast, only 30% of younger students have worked full time, and they have worked for a much shorter period of time - 2.4 years. Younger students were more likely to have some part-time paid experience. The portion of students with volunteer work

TABLE 1
CHARACTERISTICS OF THE RESPONDENTS

Characteristic	Adult (N=442)	Younger (N=459)
Sex		
Female	62%	59%
Male	38	41
Marital Status		
Single	47	96
Married	53	4
Classification		
Freshman	19	35
Sophomore	17	25
Junior	28	25
Senior	32	15
Special	4	0
Credit Load		
3 or less	13	1
4-6	18	2
7-11	16	8
12-15	39	60
16-18	12	28
19 or more	1	2
Employment Status		
Employed full time	27	5
Employed 20-35 hours/week	19	22
Employed 1-19 hours/week	17	33
Homemaker full time	15	1
Not employed	22	39
Work Experience		
Full-time paid experience	90%	30%
Mean number of years	8.3 years	2.4 years
Part-time paid experience	59%	86%
Mean number of years	4.8 years	3.8 years
Volunteer experience	27%	27%
Mean number of years	5.8 years	2.2 years
Most Important Reason for Entering College		
To develop a new career	50%	45%
To achieve independence and a sense of identity	14	21
To have the satisfaction of having a degree	13	10
To advance in my present career	12	4
Simply to learn	7	12
Other	5	8

experience is identical for both age groups - approximately one out of four. When asked to indicate their most important reason for entering college, 62% of the adults cited a career-related reason (either "to develop a new career" or "to advance in my present career"). These career-related reasons were cited by 49% of the younger students. Earlier WAC studies (e.g., Sewall, 1982, 1984) similarly found that a majority of adults enroll in college for career-related reasons.

Fields of Study

Item 2 on the CDQ asked respondents to write in either their current major or, if they had no major, the field of study in which they were most interested. Eighty-three different majors were identified by 759 respondents. Table 2 lists the twelve majors most frequently reported.

TABLE 2
MOST POPULAR MAJORS AMONG RESPONDENTS

Major	Number	
	Adults	Younger
Business	44	47
Education	41	41
Social Work	25	11
Nursing	24	7
Accounting	23	36
Human Development	15	7
Computer Science	14	7
Psychology	13	12
English	13	7
Marketing	12	20
Finance	11	11
Management	10	15

Students who had not declared a major (16%) listed 45 different fields of interest. Seven of the fields on this list (each mentioned by one respondent) were not indicated by any student who had declared a major.

Reporting analyses for 90 fields of study would be unwieldy for both writer and reader. To make these data more manageable and meaningful,

Holland's (1973) classification system was used to collapse the fields into a smaller number of major categories. According to Holland's theory, persons, occupations, and even educational environments and fields can be classified into six major categories: Investigative, Artistic, Social, Enterprising, Conventional, and Realistic. Prior to data collection and processing for this study, the author and a research assistant classified all majors offered at participating campuses according to Holland's categories. Examples of the fields of study subsumed under each category appear in Figure 1. A more complete listing of majors offered at participating campuses, arranged by category, is provided in Appendix B. None of the three campuses offers majors which would be classified as Realistic. Consequently, only the first five categories appear in the results of this study.

Figure 1. Examples of Major Fields of Study Associated with Holland Categories

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Investigative fields (e.g., biology, chemistry, physics, mathematics, statistics, computer science)

Artistic fields (e.g., art, theater, mass communications, English, philosophy, speech, music)

Social fields (e.g., psychology, nursing, social work, sociology, elementary education, physical therapy, recreation)

Enterprising fields (e.g., business administration, public administration, management, marketing, management computer systems, economics)

Conventional fields (e.g., accounting, managerial accounting, business education, finance)

Realistic fields (e.g., mechanical engineering, agriculture, forestry, industrial education)

Table 3 provides a distribution of respondents across the five categories of field of study. The data are reported separately for students with declared majors and students who indicated a field of greatest interest. The

TABLE 3
DISTRIBUTION OF RESPONDENTS ACROSS CATEGORIES OF FIELD OF STUDY

	Holland Category					
	Investigative	Artistic	Social	Enterprising	Conventional	N
Students with Declared Major						
Adult	14%	12%	40%	23%	10%	384
Younger	10	16	33	28	14	375
Undeclared Interest in Field						
Adult	20	16	33	24	6	49
Younger	14	14	27	42	4	74

largest portion of adult students (40%) are majoring in fields classified as Social. These fields often prepare students for work with other people (e.g., teaching, counseling, social work, therapy). Also popular among adults (23%) are the Enterprising majors which prepare students for business world activities such as leading, managing, and selling. Smaller numbers of adults are majoring in Investigative, Artistic, and Conventional fields. The pattern of majors among younger students is very similar to that for adults.

Adults who have not declared a major were most likely (33%) to indicate that they are interested in a Social field of study. Interest in Enterprising fields was most often indicated by younger students (42%) who had not declared a major.

Factors Influencing Choice of Field of Study

Respondents were asked to rate the extent of influence ("major," "moderate," "minor," or "none") each of fifteen variables had upon their choice of field of study--their major, or if they had none, the field in which they were most interested. Table 4 reports the tabulations, by age group, for these items. The items have been clustered into five categories: personal characteristics, occupational information, UW experiences, other individuals, and demographic characteristics.

TABLE 4
INFLUENCE OF FACTORS UPON CHOICE OF FIELD OF STUDY

Factors	Degree of Influence: Major		Moderate		Minor		None	
	Adult	Younger	Adult	Younger	Adult	Younger	Adult	Younger
Personal Characteristics								
Interest in subject matter	80%	81%	17%	16%	3%	2%	1%	1%
Occupational plans	71	59	19	28	6	8	5	4
Self-development goals	58	49	28	36	10	12	4	3
Abilities and skills	55	47	34	42	7	7	5	4
*Educational experiences prior to college	28	28	29	35	17	22	26	15
Occupational Information								
*Previous work experience	38	18	21	23	19	32	22	27
Occupational outlook and salary information	27	25	34	36	25	27	14	12
*Prestige associated with the field	12	16	25	37	35	33	27	14
UW Experiences								
*Courses taken at UW	16	20	21	30	16	21	47	29
Conversations with UW instructors	11	9	15	18	21	28	53	46
Meetings with campus counselors	4	4	9	10	21	27	66	59
Other Individuals								
*Family members	9	12	16	26	28	32	46	30
*Friends or fellow students	5	7	16	25	30	39	49	29
Demographic Characterisitcs								
*Age	11	2	19	11	23	27	46	60
Sex	3	3	11	9	16	20	70	68

NOTE: Adult Ns for items ranged from 449 to 457; Younger Ns ranged from 429 to 439.
*Distributions for adult and younger students yielded significant chi square ($p < .001$).

Both age groups viewed their personal characteristics (interests, abilities and skills, occupational plans, and self-development goals) as being most influential. A majority of adults indicated that each of these was a major influence. Adults more often than younger students reported that their educational experiences prior to college had no perceived influence on their choice of major.

Previous work experience was described by more than one-third (38%) of the adults as a major influence. Significantly fewer younger students (18%) indicated that their work experience had a major influence, a difference most likely attributable to the more limited employment experience of younger students. Adults were less likely than were younger students to report that prestige associated with the field had a moderate influence on their choice.

Educational experiences (courses, instructors, and counselors) of adults at the University of Wisconsin are considerably less influential when compared with personal characteristics and work experience. For each of these UW factors, fewer than one in six adults rated it as major influence. Adults (47%) were particularly more likely than were younger students (29%) to indicate that their UW courses had no influence. Ratings of younger students regarding other UW experiences (interactions with instructors and counselors) were very similar to those of the adults.

Few adult and younger students reported that other individuals (family, friends, fellow students) had a major degree of influence on field-of-study preference. Adults were more likely than were younger students to indicate that other individuals had no perceived influence on their choice.

While 30% of the adults reported that age played a major or moderate role in their choice, only 13% of younger students rated its influence at this level. More than two-thirds of both age groups indicated that sex had no direct impact upon their choice. For readers who are interested in the

influence of various factors by sex, these data are reported in Appendix C.

Respondents were given an opportunity in item 7 to state, in their own words, what had the greatest influence on their choice of major or field of most interest. A total of 791 respondents (88%) wrote comments which were content analyzed as one group rather than separately by age. Many of the categories that emerged during the review are similar to the factors which appeared in the preceding CDQ item and were rated by respondents on the degree of influence scale. Some individuals wrote comments that cited two or more factors and were consequently placed in more than one category. Table 5 presents the content categories that had 30 or more comments assigned to them.

TABLE 5
COMMENTS CONCERNING GREATEST INFLUENCE ON PREFERRED FIELD

Category of Influence	Number of Comments with Reference to Influence
Personal interests/interest in subject matter	217
Work experience	132
Occupational plans	87
Prior educational experiences	74
Abilities/skills/special talents	72
Occupational outlook information	57
Enjoyable experiences with children	50
Desire to help others	47
Courses taken in college	41
Salaries of jobs related to the field	37
Family members	33

Consistent with the quantitative results presented in Table 4, in their comments respondents most often referred to interests as the factor of greatest influence. Also consistent with the rating tabulations are the comparatively large numbers of references in the comments to work experience, occupational plans, educational experiences prior to college, abilities and skills, and occupational outlook information being most influential.

Desire to help others and enjoyable experiences with children were two themes to emerge that were not specifically represented in the factors listed

in item 6 of the CDQ. Most individuals who cited their experiences with children as being most influential were education majors. The desire to help others was frequently cited by those in fields which are relevant to the "helping professions" (e.g., social work, psychology, nursing, physical therapy, and community health education).

Students who indicated that salaries of jobs related to the field (earning potential) were most influential were usually majoring in business, accounting, or computer science.

Changing Majors

Students often make one or more changes in declared major during their college careers. The CDQ yielded information on the frequency with which such changes occur. These results are presented in Table 6. While few freshman adults (7%) had changed their major, half (50%) of both the adult juniors and seniors had changed. The large majority of adult juniors (66%) and seniors (64%) who did change their initial declared major reported only one change rather than multiple changes.

TABLE 6
PERCENT OF STUDENTS WHO CHANGED THEIR MAJOR

Class/Group	Number of Changes		N
	One	More than One	
Freshmen			
Adults	7%	0%	54
Younger	16	3	109
Sophomores			
Adults	27	12	59
Younger	30	10	88
Juniors			
Adults	33	17	122
Younger	28	20	105
Seniors			
Adults	32	18	133
Younger	35	9	68

Patterns of Change

Students who listed a major were also asked to write in any previous majors they may have declared. A total of 282 students wrote in one or two previous majors. This total represents 31% of the respondents and 37% of those who had a declared major. Previous majors were classified into the same Holland categories that were used to classify current majors. It was then possible to chart changes from category of initial (first) major to category of current major. These results are presented in Table 7. The results for adults and younger students have been combined since patterns of change appeared to be similar for both groups. Several patterns of change in Table 7 are notable. First, among changers, the most common type of change was from one Social major to a second Social major (e.g., from social work to psychology, from psychology to special education, or from education to social work). In a sense, these intracategory changers as well as others who changed from one major to another within the same category (e.g., from computer science to biology in the Investigative category) "fine tuned" their major.

TABLE 7
THE NATURE OF RESPONDENTS' CHANGES IN MAJOR

Category of Initial Major	Category of Current Major					Total for Category of Initial Major
	I	A	S	E	C	
Investigative (I)	12	13	16	18	11	70
Artistic (A)	3	14	13	14	1	45
Social (S)	15	14	54	10	5	98
Enterprising (E)	4	7	16	13	4	44
Conventional (C)	0	2	4	14	5	25
Total for Category of Current Major	34	50	103	69	26	282
Net Gain or Loss	-36	+5	+5	+25	+1	

NOTE: Entries in the table are numbers of respondents.

Approximately 65% of the students made changes from one category to another (e.g., from psychology (Social) to art education (Artistic), or from journalism (Artistic) to accounting (Conventional)). Most notable among intercategory changes is the large number (58) of changers who started out in an Investigative (science or math related) major but left it to major in an Artistic, Social, Enterprising, or Conventional field. The category with the largest net gain in students (25) was the Enterprising category (majors in business, management, marketing, etc.).

One last point of interest on change in major is that all 14 individuals who changed from a Social major to an Artistic major were adult students.

Time of Decision

In item 3 each respondent who had a declared major was asked to indicate when that current choice was made. In analyzing this information, only the responses of juniors and seniors indicating little or no chance of changing their majors were included. Consequently, the data in Table 8 represent the time at which younger and adult students at the junior and senior levels decided on study of the field in which they would very likely earn their degrees.

About one-third (35%) of the adults had decided on their major prior to enrolling in college. A slightly smaller proportion (29%) of younger students had made their choice that early. Therefore, the large majority of adults (65%) and younger students (71%) decided on the field in which they will likely earn their degree sometime during their college careers.

TABLE 8
TIME AT WHICH DECISION ON MAJOR WAS MADE

	Time of Decision						
Group	Prior to College	As a Freshman	As a Sophomore	As a Junior	As a Senior	As a Special	N
Younger	29%	14	43	13	1	0	163
Adult	35%	7	25	23	3	7	240

Interest in Career Development Services

Item 8 asked respondents to indicate their level of interest ("high," "moderate," or "little or none") in using each of 11 different career development services during their duration as UW students. In tabulating these data by age group, the responses of freshmen, sophomores, and juniors were included. Seniors were excluded because they completed the CDQ a few weeks prior to graduation, with little remaining time on campus as undergraduates who could actually use the services. Table 9 presents data on respondents' interest in the various career services, rank ordered by the percent of adult students who indicated a high level of interest in each.

Tabulations revealed a substantial majority of both adult and younger students with a "high" level of interest in information on occupations related to their majors (61% and 64% respectively) and in help choosing courses that expand career options (59% and 62%). A majority of both age groups also expressed a "high" interest in services directly related to obtaining employment: information on how to locate job openings (60% of adults and 75% of younger students), information on specific job openings (59% and 62%), and opportunities to interview with recruiters (50% and 53%).

With one exception, a larger percentage of younger students than adults indicated a high level of interest in each service. The percent of adults indicating a high level of interest in help exploring occupational interests by taking tests or inventories was slightly higher than the percent of younger students. However, the percent of both younger (17%) and adult (20%) students indicating a high level of interest in exploration of occupational interests is the lowest of all services. The greater work experience of adult students may explain their significantly lower level of interest than younger students in career development services such as information on how to succeed and advance in a job, information on how to locate job openings, and help improving ability to use information in making career decisions.

TABLE 9
STUDENT INTEREST IN CAREER DEVELOPMENT SERVICES
(Percentages)

Service	Level of Interest: High		Moderate		Little or None	
	Adult	Younger	Adult	Younger	Adult	Younger
Information on occupations related to major	61%	64%	28%	31%	11%	5%
*Information on how to locate job openings	60	75	28	21	12	4
Information on specific job openings	59	63	27	24	14	14
Help choosing courses that expand career options	59	62	30	32	11	6
Opportunities to interview with recruiters	50	53	30	30	20	17
*Information on how to succeed and advance in a job	44	59	40	34	16	7
Help with problems that block career progress	41	45	45	43	14	13
Help improving resume writing and interview skills	36	48	45	38	20	14
*Help improving ability to use information in making career decisions	32	38	43	49	25	13
Help applying to graduate schools	26	29	37	38	37	33
Help exploring occupational interests	20	17	37	45	43	38

NOTE: Adult Ns for items ranged from 275 to 279; younger Ns ranged from 375 to 383.
*Distributions for adult and younger students yielded significant chi square ($p < .001$).

Item 10 asked respondents to check an accompanying box if they were interested in having the University send information on campus resources that provide career-related information and services. The item was intended, in part, to serve as an incentive for students to complete and return the CDQ.

But it also serves as an indicator of students' general interest in career development resources on campus. The responses of freshmen, sophomores, and juniors were included in the tabulations for item 10; seniors were excluded, as they were from the analyses of interest in specific services, because there was little remaining time for them to use the information--a fact that slightly suppressed interest among seniors. The results are reported in Table 10. A substantial majority of both adult and younger students requested the information, with approximately 7 out of 10 respondents in each group checking the box.

TABLE 10
RESPONDENT INTEREST IN RECEIVING ADDITIONAL INFORMATION ON CAMPUS RESOURCES PROVIDING CAREER-RELATED INFORMATION AND SERVICES

Group	Number of Requests	% of Respondents
Younger	278	72
Adult	194	69
Age Groups Combined	472	71

NOTE: Data reported are for freshmen, sophomores, and juniors.

Use and Helpfulness of Career Development Resources

Item 9 collected information on student use of seven campus resources that provide career-related information or services. It is important to note that these resources, by design, are involved to varying degrees in providing career-related information and services to students. Most serve a variety of other functions as well. The intent of these items was to find out where students are going for career-related information and services rather than evaluate the extent of use of each. The CDQ versions for the three participating campuses used the specific names of the offices as they are known by students on each campus.

Table 11 reveals that individual faculty members were consulted by the

largest percent of both adult (71%) and younger (66%) students. A majority of both age groups had also used program advisors and the library specifically for career-related information and services. Relatively few individuals (approximately 1/4) in both age groups had used the career services office, whose principal mission is to provide career guidance and placement services.

TABLE 11
STUDENT USE OF UNIVERSITY RESOURCES FOR CAREER-RELATED INFORMATION AND SERVICES

Resource	Users	
	Adult	Younger
Individual faculty members	71%	66%
Program advisors	62	58
Library	54	61
Academic advising office	53	48
Counseling center	31	24
Career services office	28	27
Adult services office[a]	19	6

NOTE: Adult Ns for items ranged from 427 to 434; Younger Ns ranged from 449 to 454.
[a]Adult N=294, Younger N=307.

Individuals who used a resource for career-related information or services were asked to rate it as "very helpful," "moderately helpful," "slightly helpful," or of "no help." Their ratings are reported in Table 12. The relatively small number of adult students who used the adult services office (available on only two of the three campuses) tended to find it very helpful (46%). Understandably, since the adult services office is not equipped to help younger students, the small number of younger students who approached the office found little or no help there.

The first six resources listed in Table 12 are available to both adult and younger students at all three campuses. Individual faculty, the resource used by the largest percent of both groups, was also the resource most often rated as very helpful by both adult (43%) and younger (34%) students. Very few

TABLE 12
USER RATINGS OF HELPFULNESS OF UNIVERSITY RESOURCES PROVIDING CAREER-RELATED INFORMATION AND SERVICES

Resource	Very Helpful		Moderately Helpful		Slightly Helpful		No Help		N	
	Adult	Younger	Adult	Younger	Adult	Younger	Adult	Younger	Adult	Younger
Individual faculty members	43%	34%	37%	35%	16%	25%	4%	5%	310	299
Program Advisors	33	28	33	31	27	31	7	10	263	259
Library	28	18	35	34	25	34	12	13	232	274
Academic advising office	28	20	29	36	30	34	13	11	227	214
Counseling center	31	22	29	31	27	31	13	16	136	108
Career services office	25	20	36	40	29	30	10	11	122	123
Adult services office	46	0	23	18	19	35	12	47	57	17

adult and younger students described their contact with any of the resources as of "no help." Differences in the helpfulness ratings of adult and younger students were not statistically significant for any of the six resources available to both groups.

Use of each of the resources available to both age groups was also examined by class, combining adult and younger students since the difference in their use of each was very small. These tabulations are presented in Table 13. Notable among the results are the progressions, from freshmen through seniors, in the percent of students who have used individual faculty and program advisors. Less than half of the freshmen reported consulting individual faculty (49%) and program advisors (42%). Among seniors, most reported use of individual faculty (87%) and program advisors (75%).

Another notable pattern in Table 13 is the progression in use of the office whose principal function is the delivery of career planning and placement services. While use of the career services office is fairly low among freshmen (16%), sophomores (20%), and juniors (27%), there is a large increase in the percent of seniors (48%) reporting use of this resource. However, approximately half of the respondents approaching the end of their senior year have not used the career services office during their undergraduate years.

TABLE 13
USE OF RESOURCES FOR CAREER-RELATED INFORMATION OR SERVICES REPORTED BY CLASS WITH AGE GROUPS COMBINED

Resource	Class			
	Freshmen	Sophomores	Juniors	Seniors
Individual faculty members	49%	67%	75%	87%
Program advisors	42	53	68	75
Library	56	62	54	60
Academic advising office	41	53	50	57
Counseling center	23	26	28	31
Career services office	16	20	27	48

NOTE: Freshman Ns for items ranged from 238 to 241; Sophomore Ns ranged from 180 to 184; Junior Ns ranged from 234 to 237; Senior Ns ranged from 204 to 205.

Table 14 reports use of campus resources for career-related information or services by category of majors. Most notable among these data are the high percentages of students in Artistic (86%) and Social (82%) majors who used faculty as a source of career information or assistance. Considerably fewer students in Enterprising (61%) majors such as business, management, and

TABLE 14
USE OF RESOURCES REPORTED BY FIELD OF STUDY WITH AGE GROUPS COMBINED

Resource	Category of Majors				
	Investigative	Artistic	Social	Enterprising	Conventional
Individual faculty members	70%	86%	82%	61%	54%
Program advisors	58	62	73	55	46
Library	57	56	62	57	46
Academic advising office	47	51	54	49	37
Counseling center	32	32	32	21	19
Career services office	30	37	27	26	30

NOTE: Investigative Ns for items ranged from 89 to 91; Artistic Ns ranged from 103 to 104; Social Ns ranged from 269 to 276; Enterprising Ns ranged from 185 to 187; Conventional Ns ranged from 90 to 91.

marketing, and Conventional (54%) majors such as accounting and finance, indicated relying upon faculty for career information. Comparable portions of the students in all five broad fields reported using the career services office. Students in Conventional majors were the least likely of the five groups to seek out career-related information or assistance from each of the other five resources.

A Chance to Speak Out

Item 11 of the CDQ provided respondents with an opportunity to write any observations or comments (favorable and unfavorable) concerning career development services on their campus. The comments of 420 respondents (47% of the total sample) were content analyzed. Eighty-two responses were statements

that the respondent had not used the career development services available, was unable to make any judgments, or simply had no comments. Beyond these responses, eight themes or categories emerged that were mentioned by at least 10 individuals. Some students wrote statements that touched upon more than one theme. The major themes that emerged are summarized below.

Unaware of Services/Need to Better Publicize Them (80 comments). Approximately one out of five individuals indicated a lack of awareness of career development services available to them and suggested that the university take a more active role in informing students about these services. Examples:

> I would like to see . . . more effort in promoting the available career development services, particularly in the campus paper, where extensive information could be given on the services.
>
> Not enough information given to the student body in general to let students know how and why or even when this department can be of help.
>
> Need more publicity, many students do not even know they are offered.
>
> I was not aware of the services offered at this school. More information should be available, especially to the nontraditional student who may not spend a significant amount of time on campus due to job or home responsibilities.
>
> Let students know that services like this are available and give them info . . . so they can effectively utilize them.
>
> They are not well enough publicized — many students never hear about the services that are available. Spread the news -- inform. There is a great need.
>
> . . . I feel these services are not mentioned or brought to students' attention enough. You should make these services more publicized so that students who would like their help know there is a place they can go.

Resource(s) Have Been Helpful (75 comments). Eighteen percent of the respondents writing comments made observations about the helpfulness of career development services on campus or made other complementary remarks about them. Examples:

> The placement center is very good and hopefully this will continue to get better. The recruiting opportunities are very good.

(Campus) is very good about helping undecided majors become aware of the many jobs available.

I have found the staff in career services at (campus) to be very helpful and supportive. As a result of their efforts I received an internship this spring semester.

The workshops are very helpful, they are all offered at various times throughout the semester. The advisors are informative and easy to contact.

Counseling has been very helpful so far.

I found the people very receptive to helping a returning student.

(Campus) does a great job by holding career day programs and chances to meet the faculty. I have had no problem getting advice or help.

Problems/Dissatisfactions with Academic Advising (51 comments).

Approximately one out of eight comments related respondents' problems with advisors and course selection or indicated a need for better academic advising. Examples:

I had an extremely difficult time completing my curriculum plan because no single source knew what was needed or could advise me regarding procedure. I ran around from counseling to Academic Advising to Registrar to department advisor and back again--very frustrating!

Advisors do not give enough information on career/job opportunities/objectives. Not enough guidance on course selection . . .

I feel my advisor is of no help whatsoever, she'd sign anything I show her . . .

When I talked to the academic advisor I felt she expected me to know what classes, the number of these classes, and how to go about getting what I needed — Just because I am an older student.

I'd like to see better academic advising. I've heard countless stories of fellow students who have been misadvised resulting in serious problems regarding career goals and plans.

The system for filing an academic plan here for a transfer student is ridiculous. No one knows what the other is doing.

I have had trouble filing an academic plan. I was sent from Academic Advising to Career Placement to a faculty advisor and back again. I still don't have my plan filed.

. . . after entering as a pre-vet major I spoke with at least four assigned counselors or faculty members who knew nothing about what it takes to get into a vet school.

A few of the advisors I talked to conflict with their advice. Many are unaware of up and coming schedule changes for the next semester. Very difficult for figuring out a person's requirements.

I find that there is very little help for freshmen to guide them into some major that will interest them. Because of the lack of help and trouble getting classes, I will be here for an extra year.

Through past experience of my own and of friends, some academic advisors can be very impersonal and unhelpful.

Dissatisfaction with the Career Planning/Placement Office (42 comments). This category of comments contains criticisms of the campus office providing career planning and placement services. Some comments concerned the need for more opportunities for students, particularly those in areas other than business, to interview with recruiters on campus. Examples:

The career development and placement office's library of employers is outdated and disorganized. They need more counselors because it is difficult to get in the schedule.

My husband graduated 5/84. In the three years prior to his graduation, he tried to use the placement office. He was told that they could not help him because he wasn't a graduating senior. . . . I don't think this practice is fair . . .

The career development services . . . are totally useless to someone going into the fine arts. The only books the placement office owns on the subject we, as majors, are already required to buy — and they only apply to performers, not technicians.

Placement and career development offers nothing of assistance to anyone in the arts except teachers.

When I went to the Career Services office I was merely directed to look and didn't think the people were very helpful.

Two career service secretaries seem very short and oftentimes rude. This really makes a poor image for the department.

The suggested resume and info to put on one are out of touch with the times. As a former personnel manager, I could spot a (campus) resume a mile away and few graduates gave info most desired.

I feel that the placement office is of little or no help, unless you are a business major, and then it helps mainly accounting majors. I would like to see this changed, so that all majors have equal opportunities for interviews.

A great deal of the on campus recruiting seems to be for business majors. I would like to see more on campus interviewing for social services, research opportunities, counseling positions and other humanities related careers.

Specific Suggestions and Requests for Career Development Services (22 comments). Some respondents suggested services for the student population in general, while a few made requests for help with individual problems. Examples:

> They need to provide more specific information on formulating job searches and on options available to those seeking non-technical employment.
>
> My suggestion is why not concentrate on helping students with job hunting skills by offering a credit class or required class.
>
> Career services focuses on middle of the road conservative careers. As a woman, I need to see alternate people oriented fields — they are out there.
>
> Perhaps a class(es) offered during the sophomore and senior years — running a week or two in length — would be beneficial.
>
> I think it would be great if the university could perhaps put together a one-credit course at the freshman level where advisors could explain what each major has to offer and what requirements are needed for each course of study with emphasis on jobs after graduation.

Need to Reach Students Early (17 comments). These respondents emphasized the importance of actively reaching out with career development services to students early in their college careers (usually as freshmen). Examples:

> I think we have an excellent career planning and placement service. I think people need to find out about it earlier — maybe incorporate it into freshman English classes.
>
> Perhaps if freshmen were made more aware of the variety of services available to them, they would be used more.
>
> Get more involved with incoming freshmen.
>
> Reach out a little sooner, because many freshmen need guidance and push to get things done.
>
> Career services is so valuable. They should make themselves more visible—earlier—junior year.

Little Time Available To Use Services (13 comments). Most of the respondents who noted that they had very busy schedules that left little time to use career development services were adult students. All the following comments were written by adults.

I have not had time to fully utilize services on campus. My family commitments ensure that I have a very tight schedule.

A career development service is lovely but during semesters, interims, and summer school I am so very busy studying, commuting and giving the little time that is left of me to my family that there is no time for using the service.

I have not used these services as of yet because I'm concentrating on getting through my basics and starting a new life as a single mother. I simply haven't found the time yet.

As my time is limited to a great extent, mailings of this type are most beneficial. I have home and job responsibilities that keep me from using UW facilities as much as I would like.

Some of the services they offer are only offered at limited time slots that did not fit my work and school schedule. This is the main reason for not using services offered. Not convenient to me, the student.

Need for More Evening Classes (10 comments). A number of adults employed during the day pointed to the need for more course offerings at night.

Examples:

As a full time employee, by necessity I would like to see more options in the courses offered in the evening.

I'm sad that all the art classes are held during the day and that I will have to quit working during the day to attend them.

Discussion

The Career Development Questionnaire (CDQ) was completed by 442 adult (25 years and older) and 459 younger (under 25 years) students enrolled at three University of Wisconsin campuses. A high level of interest in career development among both age groups was evident from the high response rate to the mail survey, the volume of comments written by respondents, and the large number (71%) of requests for further information on campus resources that provide career-related information and services. Highlights of the findings for adult respondents include:

* A majority of adults are working toward a college degree primarily for career-related reasons—to develop a new career or advance in a current job.

* Business, education, social work, nursing, and accounting are the most popular majors, but 78 other majors are being pursued by smaller numbers of adults. A larger percentage of adults than younger students are majoring in Investigative fields (sciences and math) and Social fields (social sciences and education).

* A majority of adults reported that personal characteristics such as interests, occupational plans, self-development goals, and abilities and skills have a major influence on choice of field of study. Experiences at the university (course work, instructors, counselors) have considerably less influence.

* Previous work experience is a major influence on choice of field among adults. Comparatively few younger students are strongly influenced by their more limited work experience.

* Adults more often than younger students indicated that age is a factor in their choice of a field of study.

* Half of adults classified as juniors and seniors have changed their major at least once.

* Among adult juniors and seniors, two-thirds reported that their current major was selected after enrolling in college; only one-third had decided prior to enrolling.

* A majority of adult students have a high level of interest in obtaining information on occupations related to their major and help choosing courses that expand career options. A majority also have a high level of interest in services directly related to obtaining employment: information on <u>how</u> to locate job openings, information on specific job openings, and opportunities to interview with recruiters.

* Faculty members have been used by the largest number of adults as a resource for career information and services. Faculty are also rated as very or moderately helpful more often than any other campus resource.

* Relatively few freshmen, sophomores, and juniors use the career services office—a principal campus resource for career counseling and placement. Less than half of seniors reported any contact with this office.

* Many students stated that they were unaware of career-related services available to them and that more publicity concerning services is needed.

* Problems with academic advising (course selection and requirements) were frequently cited in written comments of students.

Some Concluding Thoughts

The results of this study have a number of implications for practice and research in the career development area. The recommendations made here are not comprehensive or exhaustive. Close inspection of the results, in the context of the reader's specific environment, will undoubtedly suggest additional and perhaps more specific courses of action or research.

It should be noted that both adult and younger students will benefit from campus efforts to improve and expand career development services. These broad-based recommendations may be of interest to other UW campuses as well as those which participated in collecting data. Some campuses may be interested in adapting the methodology used in this study for an investigation of career-related concerns among their own student populations.

▶ A frequent comment among adults and younger students was that the university needs to do more to promote student awareness of campus resources related to career development. The career services office could take a leadership or coordinating role in making sure that efforts to promote awareness are adequate and effective. A series of feature articles in the campus newspaper was one respondent's suggestion of how student awareness of career development resources could be improved. Campus orientation programs can include a unit on people and places that

can help students with career planning needs. Some respondents noted that our mail survey brought unknown resources to their attention. Many respondents requested that more information on career development resources be sent to them. Direct mailings, perhaps information enclosed with other university correspondence, would be another possible way of increasing student awareness of career resources.

▶ Relatively few freshmen, sophomores, or juniors use the career services office. However, the CDQ revealed substantial interest among these classes in many of the services the career planning and placement office can provide. Career services needs to carefully examine whether they are giving students timely and complete information about their office and others on campus that perform a career development function. Many freshmen, sophomores, and juniors are interested in acquiring career planning and employability skills that can be used during a lifetime, including the time while attending college for those who choose or need to work. These students should be encouraged to use career development services throughout their years on campus. Career planning and placement personnel may need to assess their current resources and make the case for acquiring additional resources as they proceed in this direction.

▶ Selecting a major field of study can be a difficult and complex decision process for adults as well as younger students. Different students make this decision at different times prior to and during their college careers. Frequently the choice of major undergoes change; only a minority of students persist in a major they declare when first enrolled. Professional staff need to be prepared to help students assess the variety of factors which can impact selection of a major. Students in both age groups indicated that personal characteristics, especially interests and occupational plans, exert considerable influence in making a choice. Many

adults are also influenced to a major degree by their work experience. Individuals who find themselves advising and counseling adults who want to choose or change their major should help them reflect on their work experience and relate it to fields of study offered by the university.

▶ An encouraging finding is that faculty are a frequently used source of career information and given high ratings on their helpfulness by students. This involvement by faculty should be fostered. Students often want to know how what they are learning can be applied to the world of work. They are also interested in learning about the career opportunities related to specific fields of study. Incentives and opportunities for faculty to learn more about career education and the integration of career development concepts and occupational information with classroom teaching would help foster this involvement. Some faculty are more interested and adept than others in assisting and advising students about their careers. Academic advising and adult services offices should be aware of which faculty on each of the campus' various disciplines are the best resources to which students can be referred. These offices may also want to provide specific settings and events in which faculty-student interaction on this subject can take place.

▶ A majority of adult students use the library as a source of career-related information. Students should be encouraged by career and adult services offices, in collaboration with the library staff, to use this efficient way of delivering career information. Preparing bibliographies of library holdings on various career development topics such as current occupational information, resume writing, employment interviewing, and advancement opportunities could benefit large numbers of students and perhaps free up staff for counseling, advising, and workshop activities that go beyond simple transmittal of information.

▶ Concerns and complaints about the quality of academic advising appeared enough among adult and younger students' written comments to merit a more formal investigation of this facet of career development in the university setting. Many dissatisfactions were expressed concerning the accuracy and efficiency of information and assistance students sought on selecting courses and meeting university requirements. A majority of both age groups indicated a high level of interest in help choosing courses that expand career options. Initial research in this area could focus on measuring the extent to which students encounter academic advising problems and defining the nature of problems that do occur. Since advising involves both an advisee and advisor, it would also seem appropriate to examine advising from the perspective of faculty and staff who perform advising roles.

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APPENDIX A

CAREER DEVELOPMENT QUESTIONNAIRE

UW-Green Bay

Please read each item carefully and check ✓ the appropriate response or fill in the blank.

1. What was your single most important reason for entering college? (Check one only.)

   O Simply to learn
   O To achieve independence and a sense of identity
   O To advance in my present career
   O To develop a new career
   O To have the satisfaction of having a degree
   O Other (Please specify) _____

2. Have you officially declared a major field of study?

   O Yes, my current major is _____.

   O No, I have not declared a major, but the field of study I am most interested in is _____. ☞ GO TO QUESTION #6

3. When did you first decide to pursue your major?

   O Prior to enrolling in college
   O As a freshman
   O As a sophomore
   O As a junior
   O As a senior
   O As a special student

4. Have you ever changed your major?

   O No

   O Yes, Please list previous declared major(s) in chronological order, along with your principal reason for changing each. Do <u>not</u> include current major here.

   1. _____ (First major) _____ (Reason for change)

   2. _____ (Subsequent major) _____ (Reason for change)

5. What is the likelihood you will change your current major?

O Very likely
O Somewhat likely
O A slight possibility
O No chance

6. To what degree did each of the following influence your current choice of major or the field of study you are most interested in?

	Influence			
	Major	Moderate	Minor	None
a. Educational experiences prior to enrolling at UW-Green Bay	O	O	O	O
b. Courses taken at UW-Green Bay	O	O	O	O
c. Conversations with individual instructor(s) at UW-Green Bay	O	O	O	O
d. Meetings with counselors on campus	O	O	O	O
e. Personal occupational plans	O	O	O	O
f. Occupational outlook and salary information	O	O	O	O
g. Prestige associated with the field	O	O	O	O
h. Previous work experience	O	O	O	O
i. Your age	O	O	O	O
j. Your sex	O	O	O	O
k. Your abilities and skills	O	O	O	O
l. Your interest in the subject matter	O	O	O	O
m. Personal self-development goals	O	O	O	O
n. Family members	O	O	O	O
o. Friends or fellow students	O	O	O	O

7. In your own words, what had the greatest influence on your selection of a major or the field you are currently most interested in?

8. How would you describe your interest in using each of the following career development services during the remaining time you will be a UW-Green Bay student? (Please mark one response to EACH item.)

	Interest		
	High	Moderate	Little or None
a. Help exploring your occupational interests by taking tests or inventories	o	o	o
b. Information on occupations related to your chosen field of study	o	o	o
c. Help applying to graduate or professional schools	o	o	o
d. Help improving your resume writing and interview skills	o	o	o
e. Help improving your ability to use occupational, educational, and personal information in making career decisions	o	o	o
f. Information on how to locate job openings	o	o	o
g. Information on specific job openings in the local area	o	o	o
h. Opportunities to interview with recruiters	o	o	o
i. Help choosing courses which will expand your occupational options	o	o	o
j. Information on how to succeed and advance in a job	o	o	o
k. Help dealing with problems that block career progress	o	o	o

9. The following UW-Green Bay resources provide information and services related to career development. Which have you used? How helpful has each been? If you have not used a resource for career-related information or services, please check the column on the far right.

	Very Helpful	Moderately Helpful	Slightly Helpful	No Help	Have Not Used
a. Placement and Career Development Office	o	o	o	o	o
b. Counseling and Student Development Center	o	o	o	o	o
c. Academic Advising Office	o	o	o	o	o
d. Program Advisors	o	o	o	o	o
e. Individual faculty members ..	o	o	o	o	o
f. Library	o	o	o	o	o
g. Adult Services Center	o	o	o	o	o

10. ☐ Check this box if you would like UW-Green Bay to send you information on campus resources that provide career-related information and services.

11. Please write any specific observations or comments (favorable and unfavorable) you would like to make concerning career development services at UW-Green Bay.

_____

_____

_____

_____

Background Information: The following information will be used in analyzing your responses and viewing the data from a variety of standpoints.

12. Sex: O Male O Female

13. Age: _____

14. Year of high school graduation: _____

15. Marital Status: O Single O Married

16. Present Class Standing: O Freshman O Sophomore
O Junior O Senior O Special student

17. When did you first take college courses for credit? _____ _____
(Month) (Year)

18. How many credits are you taking this semester? _____ credits

19. What best describes your present employment status?

O Employed full time
O Employed part time
(20 to 35 hours/week)
O Employed part time (1-19 hours/week)
→Current occupation: _____
O Homemaker full time
O Not employed

20. What is your work experience?

a. Full-time paid employment: _____ years
b. Part-time paid employment: _____ years
c. Volunteer work experience: _____ years

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE!

APPENDIX B

Fields of Study Associated with Holland Categories

Investigative

- Anthropology
- Biology
- Chemistry
- Chemistry/Business
- Computer Science
- Earth Science
- Ecology/Agronomy
- Engineering
- Environmental Planning
- Forestry
- Geography
- Human Adaptability
- Math
- Medical Science
- Natural Science
- Nuclear Medicine
- Nutrition Science
- Pharmacy
- Pre-vet
- Science (Broad Area)
- Science and Environmental Change
- Statistics

Artistic

- Architecture
- Art
- Art Education
- Communication Arts
- Dance
- English
- French
- German
- Humanistic Studies
- Journalism
- Mass Communications
- Music
- Music Education
- Philosophy
- Photography
- Public Relations
- Spanish
- Speech
- Theater

Social

- Communication Processes
- Community Health Education
- Counseling
- Criminal Justice
- Early Childhood Education
- Elementary Education
- Education (unspecified)
- History
- Human Development
- International Studies
- Library Science
- Nursing
- Occupational Therapy
- Physical Education
- Physical Therapy
- Psychology
- Recreation
- Recreation and Parks Administration
- Recreation Program Leadership
- Regional Analyses
- Safety Education
- Secondary Education
- Social Change and Development
- Social Studies
- Social Work
- Sociology
- Therapeutic Recreation
- Urban and Regional Studies

Enterprising

- Business Administration
- Economics
- General Business
- Management
- Management Computer Systems
- Marketing
- Office Administration
- Political Science
- Pre-Law
- Production/Operations Management
- Public Administration
- Public Policy and Administration

Conventional

- Accounting
- Business Education
- Finance
- Managerial Accounting

APPENDIX C

TABLE 15
INFLUENCE OF FACTORS UPON CHOICE OF FIELD OF STUDY BY SEX
(AGE GROUPS COMBINED)

Factors	Degree of Influence							
	Major		Moderate		Minor		None	
	Male	Female	Male	Female	Male	Female	Male	Female
Personal Characteristics								
*Interest in subject matter	74%	85%	22%	13%	3%	2%	1%	0%
Occupational plans	61	68	26	22	9	5	5	5
**Self-development goals	44	60	37	29	14	9	4	3
Abilities and skills	46	54	40	37	9	6	5	4
*Educational experiences prior to college	23	31	33	31	24	17	20	20
Occupational Information								
Previous work experience	22	31	22	22	28	24	28	23
Occupational outlook and salary information	29	24	35	35	24	27	13	13
Prestige associated with the field	15	13	35	28	32	35	17	23
UW Experiences								
*Courses taken at UW	15	20	30	23	22	16	33	40
Conversations with UW instructors	8	11	18	16	27	23	47	51
Meetings with campus counselors	3	5	9	10	26	23	63	62
Other Individuals								
Family members	8	12	20	22	32	29	41	37
Friends or fellow students	6	6	19	22	37	33	38	40
Demographic Characteristics								
Age	5	7	17	14	28	23	50	56
Sex	2	4	8	12	16	19	74	66

NOTE: Male Ns for items ranged from 345 to 354; Female Ns ranged from 533 to 542.
*Distributions for male and female students yielded significant chi square ($p < .01$).
**Distributions for male and female students yielded significant chi square ($P < .001$).